DOCUMENT RESUME

ED 351 712 CS 507 928

AUTHOR Marra, James L.; Avery, James R.
TITLE Student Advertising Competitions: Student Perspectives on the AAF Competition.
PUB DATE Aug 92
NOTE 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Advertising; *Competition; Higher Education; Profiles; Questionnaires; *Student Attitudes; Surveys
IDENTIFIERS *Advertising Competitions; American Advertising Federation; Professional Concerns

ABSTRACT

An exploratory study examined student perspectives and beliefs about involvement in the American Advertising Federation's (AAF) National Student Advertising Competition. Subjects, 34 students from 7 of the 15 winning regional teams in the 1991 AAF competition, completed a single-page, 2-part questionnaire. Multiple correlations were run on students' responses. Results indicated that: (1) the composite profile of competitors suggested that the student was a senior lacking in experience in the AAF competition; (2) students believed their involvement in the competition was very valuable; (3) responses to statements on what was valuable about the competition were less convincing or enthusiastic; (4) students were not vigorous or enthusiastic in their beliefs about how the competition confirmed their desire to enter the profession, how it advanced their professional preparation, or even that it might lead to a job; (5) students seemed quite realistic and a bit pessimistic about the potential value of the competition; and (6) student involvement in the AAF competition impinged to an extent on their work in other classes. Findings suggest that the subjects were very positive overall about their involvement but also realized that the competition would not be their automatic gateway to employment. (Three tables of data are included.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED351712

STUDENT ADVERTISING COMPETITIONS: STUDENT PERSPECTIVES ON THE AAF COMPETITION

James L. Marra
Associate Professor
Department of Journalism
Temple University
Philadelphia, PA 19122

and

James R. Avery
Associate Professor
Department of Journalism and Public Communications
University of Alaska-Anchorage
Anchorage, AK 99508

Submitted for consideration to Research Papers Dealing with Teaching Standards, AEJMC, Advertising Division, conference to be held in Montreal, August, 1992

AS507928

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James L. Marra
James R. Avery

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Student Advertising Competitions: Student Perspectives on the AAF Competition

No doubt, all faculty teaching advertising are aware of the availability and extreme importance of student advertising competitions to the educational process as it is now practiced in numerous advertising programs across the country. As one of the most visible forms of a litmus test for student learning, student participation in these competitions is extensive. For example, upwards from 2000 students participate in the annual AAA/INAME Student Competition. And from 2500 to 6000 students participate in the granddaddy and perhaps most prestigious of all the student competitions, the American Advertising Federation's (AAF) National Student Advertising Competition (NSAC). 1 These totals represent formal competition involvement from 10% to 30% of all students studying advertising in any given recent year, and the percentage is certainly higher if one assumes that at least some of the students involved in one competition are not the same as those involved in other competitions. 2 Indeed, even if a school's advertising students do not participate in some or all of the competitions, the extensive publicity and discussion surrounding those competitions places them at the forefront of information relevant to what students and faculty know about advertising educational practices.

Curiously, most of what is known about these competitions is derived from the trade press such as *Advertising Age* or from mailings and publicity generated by the sponsoring organizations or clients. Since 1985 only one article in *Journalism Educator* has appeared as solely devoted to student advertising competitions. 3 Also since 1985, paper presentations on the topic at both the AEJMC and AAA conferences have been nonexistent. This seems to grind against the gears of advertising education's often rabid involvement in student competitions.

Indeed, additionally curious is the lack of information on faculty or even student perspectives regarding student motivations for selecting advertising as a major. In fact, since 1985 only one article of import on motivations for students selecting advertising as a major has surfaced in either *Journalism Quarterly* or *Journalism Educator*. 4 Again, paper presentations on that topic at both AEJMC and AAA have been missing. Yet, it would seem that motivations for selecting advertising as a major might shed some light on how students perceive their involvement in advertising competitions.

In short, the current research situation regarding faculty or student views, perspectives or beliefs on advertising student competitions and motivations for becoming an advertising major is weak and limited. At the same time, research on the advertising theory versus practice debate, no doubt a critical concern when it comes to "hands-on" experiences such as those associated with competitions, has been more extensive. For example, in 1989 an AEJMC advertising task force concluded that there is general compliance of advertising educational practices with the expectations and needs of those in the professional community. 5 The most notable exception to this conclusion was the emphasis from the professional community on internships (first in degree of importance) versus the modest emphasis from the professoriate on internships (eighth in importance), no doubt a reflection on the professional community's inclination to place more value on the practical, "hands on" side of advertising education.

More delineated on both sides of the theory versus practice debate, certain faculty have noted the importance of "hands-on" education, particularly with emphasis given to student-run agencies and internships. 6 Regarding student competitions as "hands-on" and "practice" oriented learning experiences, the opinion of faculty and professionals is most often expressed outside of the realm of formal academic research. For example, in an *Advertising Age* article, Jim Avery, the advisor to the 1988 national winning team in the AAF competition, notes that "The NSAC is great for the students, the faculty advisor, the sponsoring client and for any advertising agency that plans to hire college graduates." 7 Even in business schools and programs some faculty are intent on answering the call to "adequately prepare our students to make the transition from the world of the campus to the world of business." 8 Often, this means student involvement in competitions such as those sponsored by AAF. Overall, the prevailing sentiment among faculty seems to be that competitions such as those sponsored by AAF are extremely valuable learning experiences for students.

Other faculty, however, have questioned the value of "hands-on" education, particularly in its inclination to become more of a "subspecialty," thus providing a fragmented and not integrated approach to student learning. 9 The argument posed by these faculty does not specifically include reference to student competitions. But taking competitions to their extreme, it could be argued that they direct the learning experience more toward specialization or fragmentation than proponents of a more liberal and holistic education would like to see.

As two camps or schools of opinion on the prospective educational value of competitions as "hands-on" experiences, these views represent the essence of the theory versus practice debate focusing generally on the advertising educational process. Except for random opinions and views, this debate, however, tends to avoid the specifics of student advertising competitions as part of that process.

Caught in the middle of all this, students, those who are most affected by and involved in competitions or "hands-on" learning, have had little representation in the research and commentary. As noted earlier, only one formal study in the past seven years has even sought to address student motivations for becoming advertising majors, let alone gathering their perspectives or views on student competitions. In this respect, reference to student views tends to be nonexistent, or when it does exist, it tends to be secondhand or off the cuff. For example, in reference to the AAF competition featuring Chevrolet as the corporate sponsor, Bob Lauterborn notes that, "students tell us that the competition is more valuable than any class." 10 And most recently in reference to the 1991 competition featuring American Airlines as the corporate sponsor, Cheryl Henton discussed the value of the competition to the winning students from the University of Wisconsin - Madison. In profiling one student's access to a job in the industry because of the competition, Henton notes that the student "was one of many students who landed jobs as a result of the competition. Others, still in school, are being closely watched by agency executives. . . ." 11

Clashing with the numbers of students involved in competitions and the often vigorous involvement on the part of students, faculty and administrators, this lack of research and commentary provides an opportunity for future investigation. Indeed, this paper attempts to initiate that future investigation in respect to one area most notably avoided, that of student perspectives and beliefs about student advertising competitions. More specifically, since the AAF's NSAC continues to be the premier student advertising competition in the country, this paper focuses on student perspectives and beliefs about their involvement in that competition. The paper reflects the results of an exploratory study involving 34 students from seven winning district teams in the 1991 AAF competition.

Research Questions

Based on the existing research on student motivations for selecting the advertising major and the general faculty sentiment slanted toward the educational value of "hands-on" learning, particularly as it pertains to student competitions, several research questions were developed.

1. What is the composite profile of an advertising student involved in the competition?
2. Do students perceive their AAF competition experience to be valuable?
3. If the experience is perceived as valuable or not valuable, what are the factors leading to that determination?
4. How do students perceive the integration of their previous learning in advertising courses with their competition experience?
5. How do students perceive the importance of the competition to their job prospects and careers in advertising?
6. Are student predispositions regarding the work involved, degree of commitment needed and future careers confirmed or negated?
7. How is student work and performance in other classes affected by involvement in the competition?

Method

Thirty-four students from seven winning regional teams in the 1991 AAF competition were provided with a single page, two-part questionnaire. The students responding were from the University of Bridgeport, San Jose State University, the University of Alabama, the University of South Carolina, the University of Missouri, the University of Wisconsin-Madison, and Michigan State University.

The first part of the questionnaire listed fifteen statements with student answers noted along a 5-point likert scale of strongly disagree to strongly agree. This part sought student perspectives on matters such as time commitment, integration of learning and career preparation. The second part listed six statements with student answers noted as Yes or No. This part sought information on whether students were part of an AAF team before, when the students would graduate, when their team began work on the competition, whether the students received academic credit for their involvement, and whether more than one class or club was involved

in their team's eventual book and/or presentation.

The questionnaire was administered at the Opreyland Hotel in Nashville on June 7, 1991. It was administered prior to the team presentations and judging. The response from seven teams and not the fifteen which participated in the competition is presumably due to the fact that eight of the teams were more concerned with rehearsing or putting on finishing touches to their presentation than they were with completing the survey. However, the responses are valuable in respect to how students perceive their experience prior to when they presented and learned whether they had won or lost. It is possible, for example, that student perceptions may change after presentations are made or the judging is announced.

Upon completion the questionnaires were then gathered, taken to national AAF headquarters in Washington, D.C., returned to the authors, collated, and computed according to numbers and percentages of responses. Multiple correlations were then run to determine how the various statements correlated with one another in degree of significance.

Results

Numbers and Percentages (see Tables 1 and 2)

In Table 1 the numbers and percentages indicate that the vast majority of the students (32 or 94.12%) did not belong to a previous AAF competition team. A majority of the students (23 or 69.69%) were also seniors. A vast majority (30 or 88.23%) also received academic credit for their involvement, though it is not clear whether that credit was for more than one term. Not so onesided, however, is the fact that slightly more than half of the students began work on the competition during the early fall. And given some of the past controversy surrounding outside influences or additional club or class involvement in the competition, a large majority (26 or 76.47%) of the students claimed that their teams acted on their own.

Percentages of responses to statements concerning student perspectives can be seen in Table 2. The statement prompting the most agreement was the following, "Demanded more time than any other project I've worked on" (31 or 91.18%). The statement prompting the least agreement was the following, "Gave me needed experience in handling political situations" (5 or 15.15%).

Strong agreement was found most frequently in the following statements: "Helped me learn how to work as part of a team" (26 or 76.47%), "Was worth the time commitment" (26 or 76.47%), "Advanced my professional preparation" (23 or 67.64%), "Convinced me that if I had it to do over again, I would" (22 or 66.67%), and "Affected my work in other classes" (22 or 64.70%).

Disagreement (strong or moderate) yielded comparatively few responses, with five being the highest number of negative responses for any one statement. The five responses were in answer to the statement, "Led me to believe that if our team wins, our team members will receive job offers (5 or 14.70%).

At the same time, there were differences in the degree of agreement in the number and percentages of responses. For example, regarding the statement, "Will help me get my first job in advertising," fifteen or 45.45% of the responses reflected moderate, not strong agreement. And in response to the statement, "Gave me needed experience in handling political situations," sixteen or 48.48% of the responses also reflected moderate, not strong agreement. These two statements were the only ones to yield more moderate agreement than strong agreement.

Other interesting differences between the relatively high number and percentage of moderate versus strong agreement responses can be found in the following statements: "The AAF competition is a necessity for those advertising students seriously thinking about entering the profession" (14 or 41.18% moderate agreement), "Confirmed my desire to enter a specific part of the advertising profession - creative, media, research or account services" (11 or 32.35% moderate agreement), and "Helped me appreciate the many diverse parts of advertising (11 or 32.35% moderate agreement).

Responses reflecting lack of either disagreement or agreement were most common with the following statements: "Was more difficult and time consuming than I expected" (10 or 29.41%), and "Confirmed my desire to enter a specific part of the advertising profession - creative, media, research or account services" (9 or 26.47%).

Overall in terms of numbers and percentages, the students responding to the survey seemed most strongly to believe the following. Their work on the competition helped them learn how to work as part of a team, the AAF competition project was more demanding of their time than any other project they had worked on, and the competition was worth the time spent. For each of the three statements, the moderate and strong agreement responses totaled 33 or 97.06%. Interestingly, the

students also believed strongly that the AAF competition experience convinced them that if they had it to do over again, they would (31 or 93.94%).

As Table 2 reflects, the students were generally in agreement with each of the statements, indicating that they believed the AAF competition was worthwhile from many different points of view. At the same time, the students also believed the competition was demanding and difficult, an interesting belief for those skeptics convinced that students shirk work and are lazy.

Correlations

As seen in Table 3, multiple correlations between statements indicated strengths to the $p < .05$ and $p < .01$ levels in a number of different cases. For example, the statement, "Confirmed my desire to enter a specific part of the advertising profesion - creative, media, research or account services," showed significant correlation with four other statements and the districts represented by the seven teams. In reference to this statement, it is interesting to note that its correlation with other statements such as time commitment, professional preparation and help in getting a first advertising job suggests the consistency and firmness of the student responses in these "career" areas.

In a similar way, all of the statements relating to jobs or careers correlated with each other, some stronger than others, thus suggesting the consistency and firmness of student responses, especially as they relate to the impact of the AAF competition on student beliefs in this area. Similarly, all statements relating to the competition's demands and difficulty, including how it affected other class work, indicate strong correlation.

Discussion

In reference to the first research question directing the study, the composite profile of an advertising student in the AAF competition suggests that the student is a senior lacking experience in the AAF competition. The student receives academic credit for participation and begins work in the early fall, approximately six months ahead of when the project is due.

Regarding the second research question, students tended to believe their involvement in the competition was very valuable. When that belief is compared

or contrasted with the large amount of work and time the competition demands, then the perceived value of the competition experience becomes all the more impressive or at least reflects well on the work ethic of those students responding to the survey.

To discover how valuable the students believe the experience to be is one thing, but to discover the factors leading to that belief is quite another. In this respect, the student responses point in some interesting directions. For instance, it seems clear that the students strongly believed they learned how to work as part of a team, no doubt an important skill for those planning on entering the profession. They also believed their involvement was worthwhile. Since they put so much time and effort into their involvement, then the educational lessons of hard work, diligence and conscientiousness may have been realized by way of positive reinforcement.

In relationship to the research question on what is valuable about the competition, responses to the survey's statements four through six are slightly less convincing or enthusiastic. For example, the extensiveness of their prior learning which the students applied to the competition is suspect, given that there was a relatively large response rate in moderate agreement. Similarly, though the competition experience did help the students appreciate the diverse parts of advertising, it did not help them appreciate it as much or as strongly as it helped them in other respects such as team play or realizing the fruits of their efforts.

This same result can be found when it comes to job placement or preparation. Generally, the students were not as vigorous or enthusiastic in believing how the competition confirmed their desire to enter the profession, how it advanced their professional preparation, or even that it might lead them to a job. Still, there was consistent agreement overall that the competition experience does help in these regards, but when compared with those statements more unequivocally yielding very strong agreement, the strong beliefs of the students step down a notch or two. Indeed, barely half of the students strongly believed that the competition is a necessity for those students thinking seriously about entering the profession.

At the same time, it seems as though the students were quite realisitic and perhaps a bit pessimistic about this potential value of the competition. Generally, they believed more strongly that the competition advanced their professional preparation than that it would help them get their first jobs. Similarly, the students operated under no delusions when it came to the prospect of subsequent job offers

should they win the competition. Here, more students were neutral and moderately believing this would be true than they were strongly believing this would be true.

This may suggest that the faculty advisors and other "voices of authority" for those students never promised them a rose garden when it came to jobs. In many ways, perhaps, these results speak well of the students in this competition. In essence, the results suggest that the students participated in the competition for reasons more heartfelt and perhaps personal than occupational. There seems to be a genuine liking for and commitment towards the competition, despite the fact that it does not necessarily lead to a job, at least in terms of what the students believed. In other words, the students seemed to be involved in the competition for the sake of the experience, the means, rather than the results, the ends.

In respect to the last research question, it seems clear that student involvement in the AAF competition does impinge to an extent on their work in other classes during the semester. Though this may rankle those educators believing in a more liberal education, to a limited degree at least it does answer the call to specialization voiced by many faculty and professionals. Then again, it may suggest several possibilities. For example, it may suggest that the competition itself is a major "turn-on" for students, enough so that it interferes with their classes but does not affect their liking for or commitment towards the competition. Or, it may suggest that the students believed the other classes were not worth the trouble, but the competition was. In other words, it may suggest that the other classes simply did not match up with the overall appeal of the competition in the students' minds.

Interestingly, too, despite the fact that the students strongly believed in the difficulty and time-consuming aspects of the competition, they also had no prior delusions about how difficult and time consuming it would be. Again, as with the possibility of advisor or authority influence on job prospects, this may speak to that influence in respect to whether or not the students were misled in certain respects in order to motivate them and gain their commitment. Apparently, they were not. Or, it may reflect the fact that the difficulty and time-consuming nature of the competition are generally well known at this point in time.

Overall, the students most strongly believed that involvement in the AAF competition, though difficult and demanding, was worth it and that it helped them learn how to work as part of a team. This may not be too surprising to those faculty who have advised an AAF competition team, particularly a winning team at the district or national levels. The excitement and emotional roller coaster ride which

seem to be part and parcel of student involvement in the competition tend to generate a unique and vigorous brand of enthusiasm among the students, so much so that it may be an influential factor in their assessment of the competition's worth. Because of that enthusiasm over an extended period of time, it would be difficult for the students to believe otherwise. And because of the reliance on teammates which success in the competition demands, it stands to reason that the students would believe in the teamwork value associated with the competition.

At the same time, some may be inclined to believe that students involve themselves in the competition in order to increase their job orientation and prospects. But given the responses of the students in this survey, that conclusion is suspect. Certainly the students believed their involvement in the competition helped in respect to job preparation and confirmation for entering the profession. But their enthusiasm for that help wavered when compared to the stronger agreement with other statements. Again, this may point to other motivations for their involvement, some of which, such as the value of the experience in and of itself, can be quite encouraging from a educational point of view.

This issue of why the students involve themselves in the competition may relate to their reasons for becoming advertising majors. As noted earlier in the paper, only one study of import has sought to address that question. John C. Schweitzer conducted that study and found that students expect their advertising jobs to be more interesting and challenging than jobs in other fields. In addition, Schweitzer found that "students are at least realistic, if not pessimistic, about how well they will be paid compared to other jobs." (p. 735). Indeed, interesting and challenging work was generally more important than pay in their choice to seek a job in the profession.

Though Schweitzer's study was relegated to one school and its students, its findings parallel the findings of this study which suggest that reasons other than jobs dictate student motivations for involving and committing themselves to a work effort. As faculty advisors to AAF competition teams know, the intensity of student involvement and commitment is often extraordinary. And in linking the Schweitzer study with this study, it seems as though students seek interesting and challenging work in their work as advertising majors. No doubt, the AAF competition provides this needed stimulus for students.

Conclusion

Given that student beliefs and perspectives have not been showcased in the literature to date on advertising education, this study sought those perspectives regarding one of advertising education's most difficult tasks, involvement in the AAF competition. Since students represent the heart and soul of that competition, and since the competition itself remains steadfast as the premier student advertising competition in the country, student beliefs and perspectives are needed to help faculty view the competition within the framework of sound educational goals and practices.

The study suggests that the students responding to the survey were very positive overall about their involvement in the competition. They also seemed to keep things in perspective, realizing that the competition would not be their automatic gateway to employment. At the same time, they realized that the competition affected their other classes, but they didn't seem to mind that since they apparently reveled in the challenge of the competition's work. Apparently, too, they involved themselves in the competition with their eyes open. They were predisposed to knowing how much time the competition would take, and they were only moderately convinced that it would help in their job finding prospects.

Of course, given the exploratory nature of this study, there are certain variables which need to be considered before one generalizes about how the students responded. For example, the students were from winning district teams, each of which, no doubt, hoped to become the winning national team. Energized by their status as winners, it is possible that these students were more positive in their responses than students from losing teams. It would certainly behoove others seeking student views on this matter to survey those students who do not win in order to gain a more rounded perspective on student beliefs and perspectives. As is, for instance, only approximately two-percent of all students who participate in the competition become winners at the district level. Another slant to this tact would be to conduct a survey among the winners and losers after the fact at the national competition in order to gain a more rounded perspective.

At the same time, student feedback regarding their educational competitive experiences should not be undervalued, regardless of whether they are on winning or losing competition teams. In this respect, there are several prospects for a more exhaustive and comprehensive study as a follow-up to this one. First, there could be

more emphasis on student beliefs and perspectives regarding why the competition does or does not offer them hope in finding a job. Second, there could be more emphasis on exactly what the benefits and drawbacks are for students due to their involvement in the competition. Third, there could be more emphasis on the actual professional, academic and/or interpersonal learning that takes place during the competition experience. Fourth, there could be more emphasis on exactly how the student work and performance in other classes are impacted during the competition experience. And fifth, there could be more emphasis on the personal motivations for students willing to commit themselves to working long and hard during their participation in the competition.

Notes

1 Bob Lauterborn, "Advertising's College Bowl," *Advertising Age*, 58, September 28, 1987, p. 18. The author notes that in the 1987 AAF competition sponsored by Chevrolet approximately 4,400 students participated, representing 155 AAF campus chapters. Also, in Cheryl Henton, "Media Planning 101," *Inside Media*, October 9, 1991, pp. 62 - 63, the author notes that for the 1991 AAF competition sponsored by American Airlines there were "more than 200 national entries prepared by more than 6,000 students." (p. 62).

2 Billy I. Ross, *Advertising Education*.. (Lubbock, TX: Advertising Education Publications, 1990), p. 73.

3 The search of *Journalism Educator* focused on article titles exclusively and yielded the following, James L. Marra, "Proper Mix is Necessary for Winning Ad Competition Teams," *Journalism Educator*, 40, 2 (Summer 1985), pp. 3 - 6.

4 The search of both *Journalism Educator* and *Journalism Quarterly* focused on article titles exclusively and yielded the following, John C. Schweitzer, "Who Are All These Advertising Majors and What Do They Want?," *Journalism Quarterly*, 65, 3 (Autumn 1988), pp. 733 - 739.

5 Advertising Task Force, "A Report of the Task Force on the Future of Journalism and Mass Communication Education," *Journalism Educator*, 44, 1 (Summer 1988), pp. A-1 - A-24.

6 Regarding student-run advertising agencies, see James L. Marra, "The Student-Run Advertising Agency: A Necessary Course for the 1990s," *AEJMC*, Minneapolis, August, 1990, and James L. Marra and James R. Avery, "The Student-Run Advertising Agency: Outcomes Assessment for Real Life," *Montclair Outcomes Assessment Conference*, Montclair, N.J., March, 1991. Regarding internships, there is an abundance of articles, primarily in *Journalism Educator*, though relatively few focus on advertising internships. Most are devoted to journalism and public relations internships.

7 Jim Avery, "AAF Student Contest: Everyone Wins in Real Life Scenario," *Advertising Age* 61 (January 22, 1990), p. 26.

8 Geoffrey P. Lantos and Gul Butaney, "Marketing Classes Need Taste of the Real World," *Marketing News*, July 19, 1985, pp. 3; 6 - 7.

9 Perhaps the most outspoken in this regard have been Robert O. Blanchard and William G. Christ. For a provocative insight into their perspectives see, Robert O. Blanchard and William G. Christ, "In Search of the Unit Core,"*Journalism Educator*, 40, 3 (Autumn 1985) pp. 28 - 33, and "Pro Education: Who Needs It?," *Journalism Educator*, 43, 2 (Summer 1988), pp. 62 - 64. Also, see Robert O. Blanchard, "Our Emerging Role in Liberal and Media

Studies," *Journalism Educator*, 43, 2 (Autumn 1988), pp. 28 - 31. Referring to the professional community, presumably journalistic in nature, Blanchard notes that "while steadfastly singing the praises of the 'liberal arts,' they would limit our priorities to that of entry-level media job prep schools designed to meet every passing need from supplying cheap labor to recruiting minorities." (p. 28). Blanchard is in favor of "offering fewer 'craft' subspecialties and concentrating our efforts in curricula that integrate, not fragment." (p. 28). More recently, Peter Parisi, "Critical Studies, the Liberal Arts, and Journalism Education," *Journalism Educator*, 46, 4 (Winter 1991), pp. 4 - 13, notes that "Journalism education suffers from the stigma of being a narrow, practical training that oversimplifies the very intellectual complexities that disciplines such as literary study, philosophy, sociology, psychology, and anthropology seek to explore." (p. 4). It should be pointed out that each of these authors refers generally to journalism or mass communication education and not specifically to advertising education.

10 Lauterborn, *op. cit.*, p. 18.

11 Henton, *op. cit.*, p. 63.

TABLE 1

Profile of Student Teams and Members

	Percentage responding Yes or No	
	Yes	No
I have been on an AAF NSAC team before.	5.9%	94.12%
I have just graduated, or will graduate over the summer.	69.69	30.30
Our team started work on the NSAC in the early fall.	55.88	44.12
Our team started work on the NSAC this spring.	46.87	53.12
I received academic credit for my NSAC involvement.	88.23	11.76
Our school involves more than one class/club in the NSAC.	23.53	76.47

N = 34

TABLE 2

Student Perspectives on Competition Worth, Learning and Contribution to Careers .

	Percentage neutral or moderately and strongly agreeing		
	Neutral	Moderately	Stongly
Helped me apply what I learned in school about advertising.	5.9%	29.4%	58.82%
Helped me learn how to work as part of a team.	2.9	20.59	76.47
Helped me appreciate the many diverse parts of advertising.	11.76	32.35	52.94
Confirmed my desire to enter the advertising profession.	18.18	30.30	45.45
Confirmed my desire to enter a specific part of the profession.	26.47	32.35	35.29
Demanded more time than any other project I've worked on.	2.9	5.88	91.18
Was worth the time commitment.	2.9	20.59	76.47
Advanced my professional preparation.	5.9	26.47	67.64
Will help me get my first advertising Job.	15.15	45.45	30.30
Affected my work in other classes.	8.82	17.65	64.70
Gave me needed experience in handling political situations.	21.21	48.48	15.15
Was more difficult and time consuming than I expected.	29.41	17.65	41.18
Is a necessity for those students thinking seriously about entering the profession.	5.9	41.18	50.0
Convinced that if I had it do over again, I would.	5.9	27.27	66.67
Led me to believe that if our team wins, our team members will receive job offers.	17.65	23.53	32.35

N = 34

TABLE 3

Correlations of Significance Between Statements

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Helped apply learning.		.63*													
2. Work as team.	.63*							.36**							
3. Appreciate diverse parts.													.42**	.47*	.38**
4. Confirmed desire to enter ad profession.					.39**		.54*	.38**	.59*				.37**	.46*	
5. Confirmed desire to enter specific part of advertising.				.39**			.61*	.55*	.46*						.41**
6. Demanded more time than any other project										.37**.					
7. Worth time commitment.				.54*	.61**			.55*	.38**					.45*	.37
8. Advanced preparation.		.36**		.38**	.55*		.55*	.		.50*					.40**
9. Help get first job.				.59*	.46*		.38**	.49*			.36**		.39**	.36**	
10. Affected work in classes.						.37**						.36**			
11. Experience in political situations.								.36**					.38**		
12. More difficult and time consuming than expected.										.36**					
13. Necessity for those thinking of entering profession.			.42**	.37**					.39**			.38**		.43*	
14. Would do it over again.			.47*	.46*				.45*	.40**	.36**					.39**
15. If our team wins, members will receive job offers.			.39**		.42**		.37**						.44*	.39**	

N = 34
* = p<.01
**=p<.05